A Working Philosophy of Education for Pennsylvania

BULLETIN 14

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Superintendent of Public Instruction

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
HARRISBURG—1939

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(Continued Inside Back Cover)

A WORKING PHILOSOPHY
of
EDUCATION FOR PENNSYLVANIA

Part One—Definition and Interpretation

Part Two—Applications and Illustrations

BULLETIN 14

LESTER K. ADE
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Commonwealth of Pennsylvania
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FOREWORD

There is always occasion for a restatement of educational philosophy. On account of the rapidity of social change, the advancement of human thought, and the changing conception of the worth of personality, there can be no final formulation. Educational aims and values must evolve from generation to generation. Though certain human trends are abiding, objectives, emphases, and methods must change with changing times. As knowledge grows, as ideals expand, and as the direction of social evolution veers, a re-synthesis of educational experience and knowledge is essential. There is particular need today for varied formulations of a philosophy of education.

Quite apart from the contribution of a working philosophy of education to professional preparation, education as a social study must come to occupy an important place in the general field of the humanities. Viewed as a mode of social control, education is the most significant, and at the same time the most humanistic, of all the sciences.

The present discourse is organized in two parts. Part One consists of the definition and interpretation of a working philosophy; Part Two presents a series of applications and illustrations showing the modern philosophy as it influences the educational activities of the public school. Hence, the first part of the pamphlet is an abstract treatment of the subject, while the second part is characterized by concrete illustration.

My indebtedness to the total stream of thought in social and educational philosophy is apparent. In such a wide domain no claim to originality can be made. Many passages are the development of germs whose origin I have forgotten. The following persons have made definite contributions to this bulletin: Miss Lois M. Clark, Adviser, Division of Early Childhood and Elementary Education and Dr. John A. Nietz, Associate Professor of Education, University of Pittsburgh, Pittsburgh, Pennsylvania.

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For their generosity in allowing me to incorporate their ideas in this bulletin I tender my sincere thanks.

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PART ONE
DEFINITION AND INTERPRETATION

A WORKING PHILOSOPHY OF EDUCATION FOR PENNSYLVANIA

PART ONE: DEFINITION AND INTERPRETATION

INTRODUCTION

1. A Philosophy Implies Unity

Our teachers in Pennsylvania need a guiding philosophy which seeks to interpret the universe as a whole on the principle of unity. A working philosophy of education ought to help to determine man's destiny and his relation and adjustment to our cosmic system. On account of its vast comprehensiveness, the attempt to formulate such a philosophy of education may seem almost presumptuous; and yet, while it is difficult to formulate such a philosophy, it is perhaps equally difficult to try to get along without it.

We have one great advantage in our approach to a working philosophy of education for Pennsylvania. We stand on the shoulders of profound philosophers of many centuries. We are free to select their best thoughts, subject to our powers of comprehension, and add to this the experience and ripened wisdom of great schoolmasters who have wrought diligently in the schools. With these resources at our command and with our own experience as a factor, we have not only a right, but an obligation to philosophize, to make the best use of our own powers in an effort to size up the whole problem of education.

Furthermore, everyone of us, whether consciously or not, is guided by some sort of philosophy. The vital question here is one of quality—how to make one's philosophy good, how to keep it working and growing, how to test it constantly in the light of social evolution.

A philosophy of education should be broad enough to comprehend all the principal influences and activities that operate in bringing oncoming generations to the fullness of their powers. Some have set social aims as dominant; others, the individual. But the true aim must be big enough to comprehend both of these and wise enough to write them into a unity; that is, a complete harmony between the individual and the social whole.

2. There is Already Existing a Democratic Philosophy of Education

In our approach to these guiding principles for Pennsylvania, let us make clear the fact that there is a democratic philosophy of education. John Dewey was among the first to make this apparent. His "Democracy and Education," which appeared more than twenty years ago, served as a pioneer consideration of such a philosophy. Doctor Dewey's modern classic in education was followed by applications of his philosophy to practical school situations. Out of it

have grown the project movement, the child-centered concept, the creative emphasis in education, and more recently, the society-centered idea and the principle of integration.

Perhaps we might reduce our concept essentially to three basic principles; first, education is a process of living and experiencing, in the course of which the individual is being remade; second, the democratic philosophy of education suggests the freeing of creative capacity toward social ends; and third, all education is the socializing of experience.

3. A Philosophy Recognizes Many Viewpoints

As a guiding principle in our efforts to formulate a philosophy, I would strongly emphasize the importance of helping or stimulating each individual and each group to build a philosophy for themselves, rather than have anyone, however elevated or eminent, attempt to state what should be their philosophy of education. A philosophy is valuable only to the extent it is used; and it can be used only as far as any given individual can understand and interpret it in terms of his own daily educational practice. What is practical for one person or group of persons may not be so with another. It necessarily follows also, that what is a workable philosophy for one state may not function equally well in another.

A philosophy of education must evolve from the folks who are to practice it. This is the truly democratic approach. A formal philosophy, finally conceived and accepted, is either authoritarian or so abstract as to make no real difference in the actual educational practices of anyone. Such artificial formulations may even produce a negative influence by being used merely to justify practices which are really opposed to each other. They neither stir nor challenge, but serve as a license for many to go on doing as they have already been doing. In such a formalized philosophy the gap between the accepted theory and habitual practice is so wide that little in the way of specific suggestion is found in it.

4. Philosophy Is An Active Principle of Life

Hence the best philosophies are those which individuals or groups build for themselves in the light of actual conditions of society and of the nature of the persons developing them. These philosophies comprise an effort to evaluate data for educational improvement—in administration, instruction, and community relations. Our part, therefore, is not to hand out over-simplified definitions of education as it should be in an achieved democracy, but to aid, guide, and stimulate our educational workers so that they may see clearly how the forces of society are already educating—sometimes mis-directing—our children.

If we are to be realistic and sincere in preparing our young for the impacts of contemporary culture, teachers should know something of that culture—how it is shaping and misshaping the lives

and characters of all. For example, our contemporary life is predominantly influenced by its economic aspects. This changed structure of our society requires the building of a new ideology which harmonizes better with our technical and industrial civilization. It is futile to talk about education for self-realization and personality adjustment, when the very conditions of life negate these purposes, unless teachers work out for themselves some equation which will reconcile immediate needs, interests, and activities of our children and youth with realities of life.

5. Building a Philosophy Implies Participation

Folks are fully intelligent in what they do only when struggling toward objectives they have a hand in forming. This is as true for us who are attempting an approach to a philosophy of education for Pennsylvania as it is for students who are endeavoring to learn to make life decisions by attendance at school. No more can we lay down a suitable, readymade philosophy than can a teacher inculcate attitudes, appreciations, ideals, and abilities in pupils by doing all the thinking, purposing, and planning, himself. We must cease to regard aims and philosophies as something separate from immediate problems. We should rather aid teachers in understanding factors which influence their choices. This help should be as close to their actual difficulties and problems as possible. To have one group formulate a philosophy, and another group accept and work it out, is to fall into the age-old pitfall of separating theory from practice.

6. Some Challenging Questions Arise Which Call for a Working Philosophy of Education

Certain challenging questions may be raised in contemplating an approach to a working philosophy of education for Pennsylvania:

a. What educational philosophy underlies the increased attendance age in Pennsylvania?

b. What type of vocational education is implied?

c. Shall such education be narrow trade preparation as before, or shall it be redirected toward social efficiency and adaptability?

d. What educational policy shall prevail regarding the mutual bearing of work and leisure?

e. Do the conditions of life suggest that our work life and our leisure life shall continue to be mutually exclusive and compensatory?

f. Shall our philosophy of work be that it is inevitably a sort of drudgery, and shall our philosophy of leisure be that this is a sort of compensation for work regarded as intrinsically unsatisfying?

g. Shall we conclude that the most satisfying experience in life comes as a result of work done well and recognize the possibility of vitalizing work by incorporating the play spirit through creative opportunities and activities?

h. What is the relation of the individual to the standards and patterns represented?

i. Shall the young be taught to conform to our adult ways, or shall they be taught to reflect and criticise constructively?

j. How shall we deal with controversial issues?

These are examples of the problems that confront our teachers today. Shall we leave teachers to their own devices or resources in arriving at constructive procedures and plans in dealing with them, or is there here a real challenge for us to cooperate in developing some common purposes and practices, justified by a sound social philosophy of education? There are different ways of thinking about these questions and problems.

The statements which follow are offered merely as suggestions whereby all individuals and groups may be aided and encouraged in formulating their own guiding principles for the development of a social philosophy of education. Any approach to an educational philosophy for Pennsylvania should recognize such essential aspects of our program as—

I The State's Responsibility to Provide Public Education
II The Function of Education
III The Function of the School
IV The Curriculum
V The Nature of Learning
VI The Role of the Teacher

I. THE STATE'S RESPONSIBILITY TO PROVIDE PUBLIC EDUCATION

Continuing education of both youth and adulthood is one of democracy's chief functions. The public school system is the chief agent of the democratic state to perpetuate and improve itself continually. Hence, the State should assume full responsibility for providing suitable educational opportunity for all.

1. Educational and Political Philosophy Should be Consistent

Moreover, our educational philosophy should be consistent with the political philosophy underlying American democracy. The State should not only jealously endeavor to preserve and pass on unimpaired the rich heritage of the human race, but also, whenever possible, improve it.

The educational philosophy of a democratic state involves the formulation and establishment of provisions whereby each individual may be offered the opportunity for continuous all around development from childhood to old age, according to his capacity, and without regard to race, sex, politics, religion, or residence. This should enable him to attain the most efficient living as an individual and as a contributing member of a progressive society. Such offering should be limited by the principle of diminishing returns, the point at which society would fail to enjoy commensurate gains by extending further opportunities to the individual.

2. State Provides Essential Parts of Educational System

The State should select, and then adequately support the proper agencies and instrumentalities to fulfill these primary obligations. Since the public school has been created as the special agency to fulfill the educational function, it should be properly housed, manned, and supported. In order to assure good teaching, the teachers should be properly educated, selected, compensated, and reasonably protected in tenure and in security after retirement.

3. School Attendance Age Changes

The increasing complexity of the social and industrial order largely determines the upper and lower age limits of school attendance. This attendance age is being extended in both directions due to the persistent demand for more highly educated citizens. It is not only a moral responsibility, but a legal responsibility of the State to meet these changing demands for appropriate and adequate education.

II. THE FUNCTION OF EDUCATION

It is the function of education to develop wholesome, balanced, integrated personalities, well-adjusted in the social life of today. The educative process is not confined to schooling, but it is continuous throughout life. All of living is educative, its value depending upon the direction it takes. Society itself must assume the responsibility for the proper direction of this process through its various forces: home, school, church, playgrounds, cinema, radio, advertising, and the like. The need for cooperative harmony among these contemporary social forces in purpose and general method, is obvious. Through such coordination of effort, many of the present conflicts in personality can be avoided.

1. Education Harmonizes Individual and Social Welfare

We may say that the school is an agency for the best development of children in harmony with the needs of society; or it seeks to combine the child's best welfare with the welfare of the social order in which he grows up. We may also think of the needs of society as determining the goals of education. Education has been described

as a process of adjustment to environment. Such it certainly is in the child's early stages. The world knows what it wants with the child and understands how to get it. It thinks and acts on that principle. It is often very positive and dogmatic. Society has a great advantage over the child. It is a well-organized world. It has crystallized into habits and laws and institutions. All the processes of life are well settled and determined. The laws and habits of social life are almost as rigid as those of physical nature.

Even though environment is largely pre-determined and in large measure the individual adjusts to it the educated person also changes his environment, adjusting it to himself. Accordingly, education may be viewed as the development of self due to the process of interaction which takes place between the individual and his inherited tendencies, on the one hand, and his environment, physical and social, on the other. This process begins at birth and continues throughout life. The educational process must recognize both the heredity of the individual and the influence of the total environment in which he lives.

III. THE FUNCTION OF THE SCHOOL

The school is one of the many agencies of a democratic society seeking to provide the desirable experiences for its immature members. As an agency of a democratic society, the school guards and cherishes the wisdom of the past and promotes a wholesome attitude to all change by liberating minds through free inquiry. The school can help clarify the various controversial issues of the day by free discussion and collective thinking.

1. The School Is a Special Social Agency

The school has been created by society to carry out the specialized functions of education. The educational functions it is expected to fulfill are numerous and important. Yet these functions may be viewed in their entirety as the development of individual excellence for social usefulness and general welfare. The education of the learner should result in the greatest good both to himself and to society. These two aspects should not be considered mutually exclusive, and so neither should be fulfilled at the expense of the other.

The school is expected to prepare and implement all children to take as effective parts as possible in the social order. This development involves effective membership in the family, the community, the State, the Nation, and the world, as well as in various constructive organizations within these units of society. Better members of a better society may well be the aim. In a democracy, this will mean giving the child "a running social start" in democratic ways of living and thinking.

In the development of the child individually, the school bears definite responsibility. The school should plan its activities to

harmonize with the abilities, needs, and nature of the learner at his level of growth and maturity. It should offer a program of rich and varied experiences so that the learner will be stimulated to desirable and properly directed growth and development. Such development should eventuate in the possession of attitudes of open-mindedness, the scientific approach, independent thinking, honesty, good sportsmanship, tolerance, and wholesome self-respect, self-satisfaction, and self-reliance.

2. The School Is a Force for Social Progress

The school program should not merely represent the usual practices of real life, but should also attempt to stimulate cravings for better practices. In each newborn babe society is given the opportunity of a fresh start. By discriminative selection in the transmission of the best of the social heritage the school may provide a means for continuous social regeneration and reinvigoration. The group tends to be conservative; and so to assure progress the individual must represent the continuous regeneration of society.

The school should provide opportunities and guidance in the development of interests and skills for the greatest personal and social satisfaction of all concerned. Education for utility should not be conceived as antithetical to education for culture; rather the two should be closely integrated. This can be done only where these special skills and abilities are developed in their relation to such social goals as attitudes, appreciations, motives, tastes, and other social ideals.

3. Adjustment Is a Function of the School

A few of our modern schools are just beginning to become aware of the changed situation of contemporary society, and to realize what a big job it is to readjust the old conservative school system to this modern and remodeled world; for, after all, as we have before indicated, it is the business of the school to adjust children to their environment—that is to the world as it now presents itself, the twentieth-century world. It is encouraging to note that the school is becoming more life-like, more vital. It begins to take on the energy of life processes. But there is still a wide gap between some schools and life.

A growing insight into this actual world order is the open highway to a true education; any other road will lead into the wilderness. Time spent on the details of knowledge that does not lead into this highway is wasted. If the steady and continuous adjustment of children to their physical and social surroundings in life is the main purpose of education, then the quicker we concentrate the efforts of the school upon these organized centers of life activity, the less the futility and the waste. When the school itself is remodeled in the image of life, it takes on the intellectual strength and fiber already embodied in the life processes.

IV. THE CURRICULUM

The curriculum finds its sources in the best of the social heritage and in the cultures of the present. It is organized as a broad program of activities and experiences adjusted to the needs and interests of the learners on the various levels of schooling.

1. The Curriculum Consists of Living, Meaningful Experiences

The curriculum is the medium through which the learner meets the experiences necessary for his optimum development and growth. It should consist of a course of living experiences. Necessarily these should be selected experiences chosen for their contribution to the learner's growth as an individual and as a significant member of the social whole.

We should, however, guard against any saltatory theory of development. Human growth is continuous, though varying in rate. There are really no "levels" of growth, the term is used merely as a convenience of speech.

Three factors in relation to the learner will determine the nature of the curriculum; namely, his needs, his interests, and his abilities. The needs of the learner grow partly out of the past, in that he should know the meaning and use of our social heritage; partly out of the present, in that he should learn to deal with current living problems and situations; and partly out of the probable future, in that he should learn to meet arising situations.

The ways in which he is able to meet his needs, and hence the curriculum's provisions with relation to them, are influenced for each child by his particular interests and ability.

The curriculum should provide knowledge and practice through meaningful experiences to meet the needs of learners. Among them will be experiences relating to the following characteristics:

(1) Health and freedom from accident
(2) Emotional balance and mental stability
(3) Worthy use of leisure time
(4) Affection of friends
(5) Congenial family life
(6) Good citizenship in a democracy
(7) Vocational fitness
(8) Esthetic appreciation
(9) Freedom in discovering and believing verifiable truth
(10) Religious freedom and moral responsibility

2. Gradation Is Essential in Curriculum Construction

The curriculum should be so organized and arranged as to present the knowledge and experiences to accord with the abilities and the developing maturity of the learner. The gradation of the curriculum

should be so done as to prepare the learner for the next phases of this development by having him live to the fullest in the present gradation. It should be so organized as to challenge his interests. Individual, cultural, racial, residential, and occupational differences and interests among learners should be recognized.

To make the learning most effective, the learning elements should be organized into units or activities which will permit growth through real and vicarious experiences. These units or activities should be meaningful and comprehensive, closely integrated, and adapted to the learner.

3. The Curriculum Requires Careful Consideration in a Changing World

In our time the old, fixed order of the world has suffered a severe jolt—almost an earthquake shock. Sweeping changes have been coming on apace. In many respects society itself, in its whole structure, is in a swift transition.

This modern speed mania for change has brought about a curious anachronism. Most schools belong to the slow-moving past, whereas the boys and girls are adjusting themselves to the swift-moving, changing present. In most instances the school, which is a conservative institution, has not been able to keep up with these rapid shifts. It is true great changes have taken place also in the schools and some teachers think they are very progressive. Yet the actual changes in most schools are slow compared with the leaps and bounds of progress just outside the school walls.

For example, the problem of maintaining health, whether personal or community, is a common experience. Many knowledges from a variety of present fields or subjects will be required to meet new aspects of the problem. The effective practice of healthful living will come from an adequate approach to this practice rather than from a study of a textbook or the mere passing of a test. Desirable attitudes and ideals can result only from a wholesome and stimulating situation in which learning takes place. Thus interpreted, health is more than a course of study, it is an integrative experience, the core of many learnings, which must take place in the light of actual present social conditions.

4. Continuous Revision Is Necessary

The schools, therefore, are under the compulsion of reorganizing their subject matter on the present life basis. The sooner the school captures this life energy, so powerful in the active world, and turns its full force into the regular channels of school study, the sooner it will solve the main problem of the curriculum.

The artificial, scholastic arrangement of knowledge materials, which was long the pride of the schoolmasters, has already broken down, and now lies largely as an obstruction in our path. And yet,

strange to say, all the materials are there, available for reconstruction on an improved plan. It is mainly a question of intelligent organization in terms of real problems of living.

Continual revision and re-shaping of the curriculum will be necessary to meet the ever-changing needs of a contemporary world. However, this curriculum revision in our elementary and secondary schools will be instrumental in creating effective citizenship for a democracy only to the extent to which it

1. Gives each individual a more conspicuous part in determining the quantity, kind, and quality of his education
2. Permits him to come to grips with life's problems
3. Permits him to make mistakes and helps him to profit from them
4. Encourages him to gain his satisfactions from his achievements rather than from extraneous rewards for his efforts
5. Develops problem-solving techniques

V. THE NATURE OF LEARNING

Learning is the active process of the individual in which he, by thinking and feeling as well as by doing, acquires certain knowledges, skills, appreciations, attitudes, and ideals. It is a natural process directed by teachers, parents, and others. Many activities may enter into the process: the solving of problems; carrying out of projects; participating in discussions; listening to the presentation of facts, theories, or opinions; observation; reading for enjoyment as well as for information; and the practice of techniques. All learning activities find their motive in the needs and interests growing out of the experiences of learners.

1. Learning Is Continuous

The process of education, as we have already emphasized, continues throughout life. Consequently, the provisions for learning in the school should be such as to be highly effective not only during the period of schooling, but also throughout life by establishing longings and techniques for continued learning.

Learning is a living and organic process. School learning may be viewed as directed growth. Since educational growth is emergent, the school should be a place where as complete living as possible may be practiced. This growth will be most wholesome when the practices and activities are paced with the normal maturation and previous experiences of the learner. It is neither exclusively the process of present living nor the process of preparation for future living; it is preparation for the future through effective present living.

2. Learning Is Activity

Learning is an active and dynamic process, not a passive or static one. The learner should be confronted with actual life problems and situations, so that he may learn to do by satisfactory doing and to think by reflective thinking. Learning is both motivated and vitalized when the learner identifies himself actively with the situation. Since new problems, forces, and situations constantly arise, methods and purposes of learning should be everchanging to meet them.

The content of learning should grow out of the environment. The academic isolation of the school which exists at some places should be broken down. The school should become the selective agent of society to confront the learner with elements of reality, so that he may learn to choose the good and repel the evil and undesirable. The range of learning situations suggested by the curriculum should be in keeping with the type of learning experiences desired. From these the learner may select and develop those features most suitable and in harmony with his sex, need, ability, and interest.

The educational process should be both child-centered and society-centered. It involves the interrelationship of the learner and society. The process of learning itself is individual, but its environing conditions are largely socially determined and its consequences of social significance. Its aim is the development of wholesome and well-integrated individuals living to create a progressively improving social order.

3. Inductive—Deductive Processes Are Important

The large unit of instruction, or type study, is the complete demonstration of the inductive--deductive plan applied to the process of learning. This method is completely vindicated by its appeal to the sound basis of thought as it has come down to us through the ages.

We have actually found that large projects in real life, like the building of the first transcontinental highway, the Boulder Dam, the Holland Tunnel, or the San Francisco Bridge, or the first round-the-world flight, are unsurpassed in their captivating power over the minds of children in the fourth, fifth, and sixth grades. This powerful life interest in the real world furnishes far and away the best means of learning history, language, geography, and science. The dull routine of merely memorizing what are commonly called 'important facts" is lacking in spirit and thought energy. The curious fact about tedious school exercises in the memorization of facts is that they are short on intellectual quality and strength. They play with small facts and seeming trifles instead of grasping all these details in a larger project significant of life. Mere facts, mere lists of names, mere cold definitions, have small meaning or value to anybody. However, these same facts are vitally significant when it becomes necessary to master them so that they may be used as tools to open up larger vistas of development, usefulness, and satisfaction.

It must be admitted that these big life units or type studies are complex. But this complexity is not a serious difficulty nor even an objection. The intellectual content of these units is mastered by boys and girls without serious difficulty because they are organized on a simple thought basis; and such thought challenges boys and girls. There is a clear unit of thought at the center of each large complex topic. Organization means simplification. To discover this simple secret at the center of a complex situation is the very stimulus and essence of self-activity.

Nor should we minimize the importance of the need for systematic sequential organization of the outcomes of the learning process. While large life units may constitute the approach, our working philosophy recognizes that the well-balanced development of the learner demands a definite place for the sequential. Moreover, this philosophy requires an increased emphasis on the sequential as intellectual enrichment matures.

VI. THE ROLE OF THE TEACHER

Teaching is the conscious directing of learning. It is the duty of the teacher, because of his experience, insight, and sympathetic understanding of people and social needs, to stimulate and guide the pupils toward desirable experiences and toward an open-minded evaluation of these experiences. To do this he sets the stage for efficient learning, guides the learning activity, and stimulates the learner by what he says, thinks, feels, and does. Teachers can thus influence or control growth and learning by manipulating the environment.

1. We Can Aspire Towards the Ideal Teacher

We all admire an animated, dynamic, forceful classroom teacher. This does not mean a dramatic one, necessarily. Rather it means a teacher who is so thoroughly master of his teaching materials that he can organize and adapt them to meet the present needs of the learners, and can enrich their experiences from his own rich source of information. If the activity has become decidedly a part of himself, and his interest is centered in the learner, a truly human interest, we think of that person as an approximation of an ideal teacher.

George Herbert Palmer, in his choice treatise on "The Ideal Teacher" said:

> "It is for the body of teachers to strive earnestly to do their part to achieve both these ends—to increase the social service of their teaching, and to perfect their joy in the work. This is what we mean when we say that we should make of teaching both a profession and a fine art. Teaching will be a profession when we have learned the need of thorough scholarly equipment, and single-minded devotion to our daily and hourly duties in the schoolroom, under the guidance of those larger ideals which the world

> has set up for the protection of its cherished values. . . . Teaching will be a fine art when the situations of schoolroom life are made to call for the best in teacher and pupil. In such a soil of noble motivation the highest powers of human beings thrive.—It will always be a goal which we constantly approach but never reach, its approximation whetting our hunger after perfection, and giving us the satisfaction of a thousand victorious adjustments in every school day."

There are many angles to this reconstruction of education on the democratic principle. This change has permanent implications for teaching and the teacher. It matters not whether we think of education as society-centered, child-centered, creative, socialized, or integrated experience, the teacher and what he does constitute the primary influences in the school experience of developing youth.

2. A Broad Outlook Is Necessary

Only the teacher having a philosophy sufficiently comprehensive and dynamic will be able to function in the school of tomorrow. Our school of today is rapidly heading toward the goals for tomorrow. Consequently, everyone in the profession should continue to enrich himself with an outlook upon life and education that will equip him adequately for teaching, and thus make learning truly vital in the experience of our youth.

If one is invigorated intellectually and is able to map out a fresh course of educational procedure, then one has become a legitimate beneficiary of the philosophic life of the scholar. Every American teacher is invited to cultivate the spiritual glow that attends the practice of philosophizing.

While it may be true that a particular metaphysics—pragmatism, materialism, idealism, or other—is fundamental to one's thinking, what we want is the eclectic attitude, which suggests that we select the best from each and build it into our own thinking. This attitude is essential if one's metaphysics is to be scientific as well as purely reflective in method. Quoting H. H. Horne, we get an unusually comprehensive view or broad outlook on our topic:

> Pragmatism is the child of idealism. Behaviorism is the child of materialism. Pragmatism and behaviorism combined give us an educational philosophy that is practical, functional, near to earth, human, social. It is an educational philosophy that is improving schoolroom practice, making learning a more purposeful process, giving children the sense of reality in the school, making schools into workshops, laboratories, and libraries, and inspiring educational experimentation. For all this, as far as it goes, and it goes far, idealism has only approbation, and the approbation is great.
>
> But in addition an idealistic philosophy of education touches earth with heaven, sees men as children of the In-

> finite, is nonpractical as well as practical, believes in knowledge for the sake of knowledge as well as for the sake of life, acknowledges an absolute goal for life and education in pursuit of which man finds himself most truly, accepts the divine origin and immortal destiny of man, and finds living glorious because "heaven lies about us" in both our infancy and maturity . . .
>
> Education is held to be "growth," and growth is held to be "adequacy of life." Can we live adequately in time without thought of eternity?

Teachers who are assumed to be leaders ought to be free from provincialism and partisanship. They should have a world-wide outlook, broad sympathies, hearts set on the Truth that makes men free; visions of life in its gigantic setting of eternity, and through their visions they should have their deepest spiritual energies called into action.

CONCLUSION

1. Our Opportunity Is at Hand

The profession of teaching is facing today its greatest opportunity. But its greatest opportunity is also its greatest challenge. We are called upon as teachers to professionalize teaching. "Teachers can do more than either conquerors or statesmen," says H. G. Wells, "they can create a new social vision and liberate the latent powers of mankind." They can become competent, far-seeing guides to help humanity realize its potential divinity. A genuine profession of teaching will come to fruition and command public confidence, if we once scientize school procedures, and individually resolve to fit ourselves to accomplish well a work which none but those thoroughly qualified can do.

This informal treatise has attempted, then, to throw some light on such problems as the following: What are the ways by which the function of education in all its branches and phases—selection of material for the curriculum, techniques of instruction and administration of schools—can be conducted with a systematic increase of intelligent control and understanding? What are the materials upon which we should draw in order that educational activities may become in a less degree products of routine, tradition, accident, and transitory accidental influences? From what sources shall we draw so that there shall be steady and cumulative growth of intelligent, communicable insight and power of direction?

2. Our Own Philosophy Should Be Developed

May we again emphasize the point we stressed at the beginning; namely, *we do not want our philosophies formulated for us.* We desire to be guided, to be enlightened, to be stimulated by the thinking of great men of the past and present. *But we do desire*

to state our own philosophies. We shall have to think along with the frontier thinkers of our day as well as try to understand the basic thinking of the past. We shall not hesitate critically to evaluate new theories before we accept their conclusions.

3. Basic Principles Are Important

If we ask, what is a democratic philosophy of education, the answer may be given briefly in terms of these basic principles. Education is living, experiencing—not the passive absorption of academic materials to be used at some distant future time. Education is the freeing of creative capacity for social ends—not regimentation or a conforming to fixed social patterns.

A sound definition of the one supreme purpose of education may be paraphrased from Emerson; namely, the office of education is to help a man to stand upon his own feet, to think with his own mind, to see with his own eyes, and to hear with his own ears. Education is not knowing, for knowing is having. Education is in being and doing rather than in possessing and knowing. Education involves the power to weigh, to judge, to appraise, to reason, and to choose. Education is the art of preparing another to make the choices of life, great and small, upon the basis of insight, reason, and judgment.

4. A Comprehensive Grasp of Life Is Highly Desirable

It is worth much to know that the great concepts of world order as revealed in the constitution of modern society and in the laws which control the physical universe, can be demonstrated in big object-lessons already set up and in operation in the world around us. The main object of education is the mastery, through the processes of teaching and study, of this world environment for the betterment of man's condition of living.

When we realize that strong religious and ethical ideas—such as justice, altruism, and religious reverence—are already embodied and powerfully active in the forms and institutions of our present social order, we find that we are dealing with a social philosophy of education that is broad enough to encompass all men's interests and relations to the world and to Divine Providence. These very ideas have their concrete embodiment in the lessons of history and literature and in our present social order.

Nothing short of a broad working philosophy of education can bring about this essential relation and adjustment of our teachers to our cosmic system. Such a philosophy, if it is to give us a comprehensive grasp of our problem, must be based on a profound scholarship in the studies of man, society, nature, reality, and destiny.

PART TWO
APPLICATIONS AND ILLUSTRATIONS

PART TWO: APPLICATIONS AND ILLUSTRATIONS

INTRODUCTION

Statements of philosophy are invaluable because they give us a direction in which to work, a set of values to be aimed for. Yet without programs which work effectively in the directions set forth by such statements, philosophies are practically futile.

1. Goals and Achievements

The vital question for educational institutions and school administrations, is, then: Do they carry on programs of activities that can and will bring about achievements that are in harmony with their stated philosophies? Elaborate building programs are carried on in order that the quality of the educational experiences of children may be improved. Supervisors are employed, administrative techniques perfected, and teacher preparation institutions maintained in order that the child in the public school may receive the type of educational opportunity required for satisfactory living in our world as it is today and will be tomorrow. Unless through such means the growth and development of children are attained school systems can ask no commendation for fine statements of philosophy.

2. Elements of a Philosophy of Education

A recapitulation of the elements of a philosophy of education as described in Part One of this pamphlet may be helpful in visualizing public school activities which exemplify these elements. The modern philosophy of education, it will be noted, is characterized by activity, freedom, and joy in work. Our schools are tending more and more to conduct their programs in this spirit. Accordingly, their educational programs may be evaluated on the basis of these suggestive elements in the new philosophy:

1. Creative emphasis
2. Principle of integration
3. Remaking the individual through experience
4. Freeing creative capacity
5. Building one's own philosophy
6. Recognition of actual conditions of society
7. Building an idealogy on our individual civilization
8. Mutual bearing of work and leisure
9. Teaching youth to be critical of social practices and values
10. Continuous all-around development from childhood to old age
11. Development of wholesome, balanced, integrated personality, adjusted to life
12. Living as education

13. Utilizing the social forces such as home, church, cinema, radio
14. Combining individual with social welfare
15. Interaction between environment and individual
16. Effective membership in family, community, state, nation, world
17. Activities in harmony with abilities, needs, capacities
18. Scientific approach (open-mindedness, unbiased thinking)
19. Self-reliance and tolerance
20. Cravings for better social practices
21. Continuous regeneration of society
22. Curriculum based on needs, interest, and abilities
23. Emotional balance and mutual stability
24. Esthetic appreciation
25. Freedom to discover truth
26. Organization of learning elements into units
27. Learner's participation in determining the kind of education he needs
28. Permitting the learner to come to grips with life
29. Establishing longings and techniques for continued learning
30. Content of learning growing out of environment
31. Use of large projects taken from real life
32. Mastering a practical field of interest
33. Teachers free from provocation and partisanship
34. Teachers with world outlook
35. Teachers with broad sympathies

3. Implications for Schools and Society

Despite tumultuous challenges hurled at education, and the conflict concerning objectives, the school can become and is now becoming more potent in modern life. Educational leaders today are recognizing the importance of applying their theories and beliefs to the everyday activities of their schools. They realize, too, that these activities are of necessity closely related to what is happening in the nation and the world as a whole. Specific ways in which they are adapting their programs to the principles of our modern philosophy are indicated in Part Two of this paper.

I. SOCIAL SETTING FOR EDUCATION

1. The Fact of Continuing Change

a. Applications

Recognition that education must be a continuing process throughout life is the basis for many developments in public school systems. Legislation has been provided which makes possible an educational

program extending through adult years. Nursery schools and kindergartens have been established, and educational opportunity has been made available to many adults through evening elementary and secondary schools, literacy, and citizenship classes, parent education classes, adult civic education classes, forums, and the like. Emphasis is placed on teaching children and adults how to study and how to think, so that learning may continue outside the school situation. The discussion method is used, especially with adult groups, as a means of developing learning that functions in the lives of the people rather than memorization of verbal statements.

b. Illustrations

Principle	*Illustrations*
Education is a continuing process throughout life.	1. A complete program of education continuing from early childhood throughout adult years is being established. 2. An educational program is being provided which aims at the development of techniques for continued learning rather than the establishment of skills for their own sake. 3. Educational institutions are continuously self-critical, modifying their programs in the light of changing needs. 4. Teachers are increasingly seeking ways of continuing growth along educational lines.

The most deeply significant fact involved and demonstrated here is that education must evolve with the incessant development of human society. We prepare ourselves for one type of job and find employment, if at all, in a different vocation. We practice thrift and establish "adequate" protection for adversity and old age, but find ourselves penniless. We preach the doctrine of universal brotherhood, but find the world engaging in hatreds and warfares with a ruthlessness unparalleled in history. Whether in vocational, home, civic, ethical, national, or international life we find our hopes and aspirations, our labors and efforts, bringing us products and rewards of an uncertain nature. Even though we seem to use those rules of conduct which we were taught to associate with predictability of result, the end is often alien to the objective.

In many ways educational programs are being adjusted to the fact of continuing change. The educational principle governing this development, together with some illustrations of the principle in use, is included here.

We are told that we live in a different world and that the principles of control which operated under the old order are no longer applicable. Technology is spreading its tentacles into man's social, economic, political, and esthetic life, and uprooting age-old standards. If these statements are true, and we are forced often against our

wishes to believe them, then those philosophies of education which were fashioned to deal with another world must be remolded. We need new objectives and new means to help a new generation give meaning to a new set of problems.

2. Vocational Aspect of Living

a. Applications

Both State and Federal research programs are being conducted for the purpose of ascertaining "industrial common denominators"—those fundamental skills that are common to a variety of occupations, trades, and professions—as a result of which evils or unemployment in one area may be offset by guidance into a somewhat different but still basically related type of work. Concomitant with this, students are coming to see that they must adapt themselves to changing economic and industrial conditions, rather than to plan for a lifetime attachment to a highly specialized occupation. To this end, schools provide opportunity for the development of basic vocational skills in a general field, such as woodworking or electricity, rather than education in a specific vocation such as cabinet making or house-wiring. The provision of club, hobby, and cultural group programs contributes to the establishment of habits that will function during the hours when the pupils, as adults, are not actually engaged in their occupations.

b. Illustrations

Since the period of gainful employment is being increasingly delayed, an increasing proportion of employment is in highly specialized fields and is relatively impermanent; and since work activities occupy a decreasing proportion of the individual's time, a changed school experience is needed. How this is being provided may be illustrated thus:

Principle	*Illustrations*
The public school should provide the learning experiences necessary to the constructive use of the individual's time and capacities, except as these are provided by other of his life activities.	1. An increasing proportion of the educational program of our schools is being devoted to the development of interests and techniques useful for leisure time activities. 2. Schools are developing techniques, attitudes, and interests that enable people to live wholesome, well-balanced lives, irrespective of the type of gainful employment in which they engage. 3. Education for occupational adaptability is replacing education for vocational specialization.

There is in the curriculum, a considerable amount of skills, habits and informational data useful as vocational tools and means rather than as ends in themselves. In general these tools and skills are best acquired incidentally in connection with their use in reaching

some end desired by the pupil rather than by formal drill apart from such use. The difficulty in the latter procedure is to secure, when needed, the transfer or vocational application desired. Common experience indicates, however, that for the sake of economy of time and without too great a violation of the principle of interest, these tools and skills may possibly be developed through formal drill. Such a course is justified only when suitable follow-up tests indicate that the power to use the tool in a new problematic situation has actually been achieved.

3. Component Elements of Society

a. Applications

Beginning with the kindergarten and extending throughout the entire school, children are given experiences which help them to understand and appreciate the contributions of people who differ in some way from themselves. City children study and come to understand something of the farmer's problem in producing and selling the milk which they use. In communities having many children of foreign-born parentage, the school may study the backgrounds of the people represented, thus developing a respect for them because of the beautiful handwork, the universally valued music, the fine workmanship, or the thrift and orderliness of these peoples. Secondary school children seek to discover the forces which have caused slum areas to develop in their cities, and in doing so come to appreciate the human worth of people there, as well as to sense a responsibility for helping to remedy the conditions which produced the slums.

b. Illustration

The wide range of social and occupational groupings and the tendency for these to become permanent directly influences the work of the school.

Principle	*Illustration*
An important phase of the work of the school is to facilitate the development of mutual understandings and appreciations among widely varying social and occupational groups.	Educational programs are pointed toward the development of an awareness of the contributions of various groups—social, racial, economic—in supplying human needs.

Conformity is regarded by many educators as the chief aim of education. Under this viewpoint maintenance of the institutions of society become the dominant educational objectives. There is direct opposition between the ideas of education as conformity and education as growth through problem-solving. The character of instruction and of the curriculum under one of these aims differs widely from that under the other. The nature of these two concepts is such, however, that they represent the opposite ends of a scale along which human relations move, sometimes approaching one extreme and sometimes the other. The school must continually seek the

most satisfactory solution of this age-old problem of individual freedom versus institutional control, and must fashion its organization and instruction accordingly.

4. Interdependence of Individuals and Groups

a. Application

The closely knit fiber of interrelationships existing among all elements of society demands increasing emphasis in the school upon ways of thinking and behaving needed for effective living in an interdependent world. Teachers are organizing their work into large units of experience in which a maximum opportunity is offered for pupil planning and cooperative living. Large understandings, such as the recognition of the effects of the improvement of communication upon the social life of the people and the generalization that the invention, use, and manufacturing of machines have caused the growth of cities, have supplanted the mastery of isolated bits of information as objectives. Schools are providing experiences increasing the appreciation and love of the arts of other lands now and in other times. The educational influences of community agencies such as the Boy and Girl Scouts, the motion picture, the Y. M. C. A., and the church are now utilized in achieving the goals sought by the school.

b. Illustration

Principle	*Illustration*
An important phase of the work of the school is to develop those understandings, appreciations and ways of behaving needed for effective living in an interdependent world.	Modern curricula aim to develop understandings, appreciations, behaviors, and the like, rather than mastery of subject matter for its own sake.

The principle of general social welfare is often in conflict with the personal interests and opinions of individuals and groups. The problem of how far the school can go in the study and discussion of controversial social issues is a difficult one. Personal beliefs must be respected, but on the other hand we can find the best solution of our most difficult political, social, and economic problems only through both intensive and extensive study and discussion of them. Partisanship has no place in the school, but opportunity for free inquiry is basically important and must be protected. The high degree of inter-relatedness and inter-dependence of individuals and groups in modern life, makes all effort to bring about mutual understanding and tolerance a particularly vital part of the work of the school.

5. Democracy As a Way of Life

a. Application

In order that democratic practices will operate increasingly in the life of the child as he grows to adulthood, the school attempts to

develop the attitudes and the habits and skills which make such practices possible. It recognizes that democratic behavior is based primarily on an attitude of respect for others, and hence seeks to develop this by using procedures and setting up situations that make the development of this attitude possible. It realizes, too, that habits of practicing democratic behavior are essential, and therefore gives opportunity for the use of such techniques of democratic living as participation in organized government on a suitable level, and in committee and other group action on common problems.

b. Illustration

Our acceptance, at least in theory, of democracy as the best way of life and the prominence in the world today of other and contradictory beliefs and practices are aspects of our modern situation which are recognized in the public education program. Their influence on that program may be illustrated as follows:

Principle	*Illustration*
A primary responsibility of public schools in a democracy is to improve the quality and increase the amount of participation in democratic living.	Educational systems seek to practice democratic living in their relationships, from the pupils through the administrative group.

The essential idea in democracy is that of respect for personality—the consideration of people as persons and not as things. If we are to develop in America a democratic society, the school cannot escape partial responsibiliay. All the relations of the school must conform to this principle in practice as well as in theory. The idea of growth through critical thinking fits in with democracy since it conditions human action upon wise self-expression. The traditional school is a teacher-dominated autocracy rather than a democracy. The teacher or some force still farther removed from the learner sets the tasks, the standards of learning and conduct, and the teacher appropriates all judicial and executive authority. The teacher-dominated school does not allow for the freedom necessary for growth through self-expression in a typically social environment. The teacher should make every effort to make the pupils responsible to social forces within and without the school rather than center responsibility in himself

By the term democratic school is not meant that the school should be administered by the pupils without due respect for society and its institutions, but the school set-up should be such that the pupils can assume all responsibility consistent with other social interests that are in any way connected with the school, and respect for these interests should be recognized through reason and understanding rather than through authoritative control. Only beginnings have been made in the reorganization of the traditional autocratic school to make it more democratic. We should not preach democracy and continue to practice its opposite in our educational institutions.

II. ACCEPTANCE OF GOALS

Our modern philosophy assumes that one broad purpose dominates education—the orientation of the individual to the life of which he is a part. It recognizes that the welfare of the individual and of the social groups within which he lives are both important and closely inter-related. Therefore education concerns itself with the growth and development of the individual along lines that enable him to use his own finest capacities in becoming an effective member of society. It recognizes that the individual lives in a world where change is so basic that he must become oriented to the fact of change and the conditions it imposes on his life. It believes, furthermore, that the best interests of individuals and the whole of society are best served by a type of education that is directed toward social improvement rather than toward an uncritical maintenance of conditions as they are.

Such orientation has several important aspects.

1. Maximum Physical Well-Being

a. Application

Effective living depends upon the maintenance of the maximum physical well-being of the individual. Schools are extending their health programs to include tuberculosis tests. Programs intended to develop habits of physical activity in which the pupils can engage during adult life are now part of the school routine. The health conditions of the family are being recognized as a factor affecting the physical well-being of the children and are now receiving the attention of the school through its health program. Open air schools, organized so as to contribute a maximum of pupil opportunity, are rehabilitating those unfortunate individuals needing a special environment for learning. In homemaking classes boys, as well as girls, are taught the fundamentals of nutrition and receive instruction in the important aspects of family health necessary for the prevention and care of diseases detrimental to the well-being of the family.

b. Illustration

Maximum physical well-being of every individual is the basis for participation in life activities:

Principle	*Illustration*
Education is concerned that every individual shall achieve and maintain good physical health.	Schools are increasingly providing not only physical arrangements that are suited to healthy living but also real experiences leading to the development of desirable health practices.

The school owes it to every child to present a health program in such a way that each child will gain proper health habits and a wholesome attitude toward scientific health information designed to help him function as a healthy citizen in the community. The health

program must be based on the principle that all children are entitled to a mental and spiritual health as well as physical health. The school must help children to be happy, successful, confident; to feel themselves growing and making progress without fear or sense of inferiority.

2. Understanding of Environment

a. Application

Learning experiences, particularly in the content phases of the curriculum, are being selected increasingly in response to some such criteria as this: Do they help the individual child to understand some vital aspect of his world? Children bring pets to school and watch and care for them, because at their age knowing and understanding the lives of their pets is vital to them. Science courses develop around such vital phases of the life of the people as building materials, transportation, safety, or fuels, rather than around general laws of the science. With the increasing importance in our modern world of electricity children in the early grades are interested in discovering simple facts about how it works, and children in secondary schools pursue the interest much further. Social studies activities are selected because of their relatedness to problems of modern living, rather than because of their historical or academic sequences. A study of the causes of a particular epidemic of disease may replace the text-book study of sanitation and infection. Throughout the curriculum such changes in emphasis are taking place.

b. Illustrations

Understanding of the world in which the individual lives is basic to his adjustment to it. That educational programs recognized this fact may be illustrated thus:

Principle	*Illustrations*
Education should help each individual understand the world in which he lives as it relates to him.	Our schools are committing themselves to the responsibility of providing experiences leading to an understanding of the world of nature and natural law as it has significance for life today. This includes the provision of experiences leading to an understanding of man, how he has learned to live on the earth and what he has achieved, as these relate to present problems of living.

The philosophy of growth is consistent with the child-centered school if by that term is meant educating the child so to understand his social and natural environment as to make it possible for him to get the highest degree of satisfaction out of his social relations. It is not consistent with the child-centered school if such a school means developing an individual so that he receives satisfaction only

when he can make everything in his environment yield to his own desires no matter how unsocial these may be. It is consistent with the society-centered school if this means that the individual is to be brought to understand his relations with his environment in such a way that he lives most fully as an individual when he is living most completely for society. It is not in agreement with the society-centered school if it means to develop in the child a slavish adherence to the accepted social customs irrespective of his individual well being.

3. Understanding of Self

a Application

Committed to the proposition "know thyself," especially when the knowing is facilitated by an expert personnel, a number of schools carry on broad guidance programs. Exploratory occupational experiences are provided by such schools. Persons who are specialists in various lines of endeavor tell our public school children of the opportunities, the pitfalls, and the personal qualifications associated with their own means of livelihood. Our more significant counseling programs help each student to integrate all such knowledge and his personal yearnings into a plan for his own life.

b. Illustrations

The individual's understanding of himself in relation to the life of which he is a part is paramount in orientation, and therefore receives significant attention in educational programs.

Principle	*Illustrations*
Each individual should be helped to discover and understand capacities he has for participation in life activities and in light of that understanding to develop for himself a philosophy of life that is stabilizing yet stimulating.	1. There is an increasing tendency for educational systems to provide many and varied experiences so that individuals with varying interests and capacities are able to discover and express themselves. 2. There is an increasing tendency for schools to provide helpful guidance in meeting and adjusting to real problems of living.

There is a wide range of difference in the rates at which individuals develop, intellectually and emotionally. For the same individual also, the rate of growth is neither constant in any one line nor uniform in different lines of educational endeavor. Since an individual develops best when his environment tends neither to accelerate nor to retard his growth beyond the present limits of his native capacity, constant vigilance must be exercised by the teacher in the adjustment of the pupil's educational surroundings. The purpose of differentiating the curriculum is to provide for different child interests and not for different levels of ability. Provision should be made in each curriculum for different ability. Provision should be made in each curriculum for different ability levels.

4. Integration of Personality

a. Application

The number of counselors, deans of boys, deans of girls, and visiting teachers reflects clearly the school's recognition of its responsibility to develop the total personality of the child. Homeroom periods are being made longer in order that each child's teacher can come to know him better. A number of school systems provide counseling periods during which the various teachers of a given child try to understand more clearly the problems of the child so that they can help him to live a richer, fuller, better balanced life. The trend in many schools is to eliminate failure in a school grade or subject, and substitute for it a plan of individual growth through guidance, so that the child is helped to feel himself successful, able to accomplish something worthwhile, even though he is not as able in a particular field as some other child.

b. Illustration

Integration of each individual's personality is basic to his orientation; hence it is a major objective of educational programs.

Principle	*Illustration*
Education seeks to develop in each individual the habit of working persistently toward some goal in harmony with his capabilities, even though that goal may change, as well as to bring him to a psychological and social maturity characterized by stability and an attitude of defensible competence and independence.	Our better schools are providing individuals with helpful guidance in selecting activities and experiences for participation, and in adjusting to other people with different capabilities; they give the learners opportunities to share in setting goals for themselves, and opportunities to persist in working toward them, with helpful guidance when needed; they are increasingly cooperating with the home in recognizing the need for, and in supplying experiences which lead to adequate social adjustment.

The principle of growth emphasizes the present life of the child rather than preparation for adulthood. Both the direction and rate of the pupil's growth are closely related to his present interests and capacities. These act both as cause and as effect. Habits are not consciously formed except on the basis of desire and interest. The school can scarcely serve the child better than by helping him to acquire and integrate an assortment of interests which are in line with his native capacities. These interests should multiply and strengthen his social relations as well as his personal satisfactions. They represent, therefore, the basis of his integrated moral life and they furnish the drive that carries him through difficulties to the realization of his desires.

5. Adjustment to Life

a. Application

Teachers are organizing the experiences of the pupils in the classroom into large units providing maximum opportunity for developing desirable attitudes and appreciations. The pupils under the guidance of the teacher learn to plan the purposes of the units and determine the activities necessary for attaining those purposes. The schools offer experiences in working together for the achieving of the ends sought, thus commanding cooperation in pupil relationships. Good habits of investigation such as open-mindedness, the careful weighing of values, a desire for continued search and study, and a longing for the truth are sought as objectives. The pupils learn to appreciate the arts of all peoples of all times and places, not only by observation but by endeavoring to produce in the same manner as the originals the products of primitive man as well as of the modern world.

b. Illustrations

Desirable adjustment to the life of which each individual is a part requires the creation of appropriate attitudes and appreciations.

Principles	*Illustrations*
1. Education should help each individual to gain an appreciation of man's development of the so-called "cultural arts," as well as an appreciation of natural beauty.	1. Many educational experiences are provided which enable the individual to feel the contributions of natural beauty and the cultural arts to living, and to find in them values for himself.
2. Education should seek to develop attitudes, or controls of conduct, considered desirable by society, including, among others, fundamental regard for the importance of the individual, and a strong desire to maintain one's economic independence within the limits set by the social picture.	2. School situations provide experiences which lead to awareness of group standards and a desirable concern for social approval.
3. Education should seek to establish longings and attitudes which insure continued learning through participation in life activities.	3. Our better schools provide experiences and procedures which establish longings and attitudes leading to continued learning. —scientific attitude —critical attitudes toward, and cravings for, better social practices and values —tolerance and self-reliance

One of the basic attitudes involved in the growth of the human mind is that of critical inquiry. This means open-mindedness, toleration of others' views, deferring judgment and a willingness to alter beliefs in the light of new evidence. School procedures should be controlled by this scientific attitude. In cases where the evidence is sufficiently conclusive to warrant independent action, educational practice should stimulate the individual to act according to his convictions even though they may run counter to tradition or to usually accepted social practice. Present practice, however, should be accepted as the guide until there is a reasonable doubt established as to its superiority

to the proposed change. The teacher's attitude, therefore, should be that of inquiry, of problem-solving, rather than that of ready acceptance or of uncritical rejection of new ideas.

6. Social Techniques

a. Application

The learning of fundamental techniques and skills necessary for successful participation in life activities is an important aim of the school program. In arithmetic, the experiences gained in planning and preparing for a party for the mothers provide opportunities for numerous exercises in quantitative thinking. Pupils in the social studies classes learn how to gather information and to evaluate it objectively in their search for material dealing with the problem for which they are seeking a solution. All oral activities in the school, whether formal or informal, are utilized by the English teacher as the basis for the development of effective speech habits. Gardens planned and cared for as a part of the elementary science program provide experiences leading to a mastery of information concerning the nature of plant growth, the care of plants, as well as opportunities for learning the relative nutritive values of vegetables.

b. Illustrations

Adequate orientation requires that each individual develop techniques for participation in life activities.

Principle	*Illustrations*
Education should develop techniques for continued learning, techniques necessary for desirable adjustment to and participation in group activities—social and economic, and techniques for self-expression.	1. Schools provide experiences which lead to mastery of such basic tools of learning as procedures for information getting, and techniques of thinking. 2. Educational programs provide a constantly growing number of experiences which develop such abilities as those of contributing to wholesome family living, purchasing commodities and services, and managing time and energy wisely, and developing satisfying social relationships. 3. Schools are increasingly providing experiences which enable each individual to discover valuable mediums for self-expression and to develop skills in using them.

Interest, satisfaction, and success are closely related factors of learning. The motive power of self-directed activity is purpose and interest. When activity is successful, that is, when conscious progress is being made toward a goal, the activity is accompanied by interest and followed by satisfaction. The reverse is also true. The driving power of purpose, the stimulation of interest, and the satisfaction

resulting from successful effort are as essential to the learning of techniques and skills as to any other type of learning. Attitudes are therefore, all important in education. It has been demonstrated, furthermore, that learning takes place more rapidly when the learner knows how well he is succeeding.

It is evident that only beginnings in learning can be forced from without. Purposes which are self-initiated or freely appropriated create true learning situations. Coercion may and often does produce an attitude of opposition. One of the chief defects of the traditional school is its emphasis on coercion rather than on purpose. Unless outward compulsion is soon replaced by the inner drive of purpose, learning is thwarted and opposing attitudes are developed.

No critical learning takes place until the individual has accepted the goal as his own and his interest in reaching the goal is constantly stimulated by an understanding of his progress toward the goal. Outside forces may stimulate inside forces to action, but critical learning takes place only insofar as the inside forces become self-directing in their interplay with outside forces in the quest for the objective. Since the method of problem attack is proven to be most productive of genuine growth no educational process could be justified where the coercion is constantly dominant, or where it is used when the objective can be obtained through critical practice. Under this philosophy, an educational set-up must be judged solely from the amount of self-directed activity it stimulates in the contemplation of worthwhile problems.

III. ACHIEVEMENT OF SOCIAL GOALS

The establishment of means for achieving these goals which are in harmony with the goals and with principles of the modern philosophy constitutes a third phase of the practical application of a philosophy of education.

1. Organization of Staff

a. Application

School systems are consistently trying to select teachers, supervisors, and other school people who through their personal qualities and preparation are suited to the particular work for which they are employed. The practice of "promoting" teachers from the primary grades to the intermediate, and then to junior or senior high school, is being rapidly outgrown. More and more school systems are measuring their efficiency in terms of the educational services they are able to offer, rather than in terms of the impressiveness of school plant or the efficiency of administrative techniques in and of themselves.

b. Illustrations

The staff comprises teachers, supervisors, administrators, caretakers, school hygienists, home-school contact agencies, guidance workers.

Principle	*Illustrations*
Members of the school staff should be selected and their activities organized in terms of the achievement of major educational goals.	1. There is an increasing tendency to employ teachers, supervisors, and others, in terms of experience and preparation qualifying them to cope with the problems of education which confront them. 2. Administrators and supervisors regard their basic function as the continuous improvement of teaching.

2. Physical Facilities

a. Application

School buildings are being planned so that they will be attractive and in harmony with their physical setting, as well as efficient in meeting the needs of the particular communities in which they are located. They are being equipped with types of furniture and equipment that are easily adaptable to varying kinds of activities. Storage space for materials and space and equipment for the use of many books, are provided, in order that sources of information may be adequate. In many instances larger classrooms are provided so that a variety of types of activities can be carried on. Provision is also made for the use of the building by adult groups during "after school" hours. Not only do adults go to the school for further education, but they also enjoy with their children the social activities of the community.

b. Illustrations

The school plant includes buildings, grounds, equipment, and supplies.

Principle	*Illustrations*
The school plant should be developed in terms of the kind of educational program needed, which is determined in part by the needs of the community.	1. New buildings are being planned and equipped to carry on the type of program demanded by our modern conceptions of education. 2. The school plant is being so constructed and equipped that it can easily change to meet changing needs. 3. The school plant is being planned in relationship to the needs of the adult population as well as the child population of the community.

3. Total Environment

a. Application

Major units of learning provided by the school recognize that the very young child is primarily aware of and interested in things very close to him in space and time. Hence they begin, in the social

studies field, by exploring and adventuring in the immediate environment: home, school, and community. As the child's awareness of his world expands, the school helps him through exploring and adventuring in an expanding environment: community, state, and communities in other places and times. Then it leads him into a more abstract type of exploration, that which deals with how man has adapted himself to the modern world through scientific and social developments. And by the time he has reached the senior high school, it helps him to understand the still more subtle relationships of contemporary society. All these units of learning are likely to be centered in rather definite problems that grow out of the daily living of the children, rather than in logical topics of study arranged for the scholarly mind.

b. Illustrations

The total environment of the child serves as an educative agency.

Principles	*Illustrations*
1. Educational practices should permit the individual to come to grips with life in and through an environment which expands with his growing needs, interests, and capacities.	1. Schools are providing opportunity for the individual to move progressively into constantly expanding spheres of experience, broadening in scope as the individual's interests grow.
2. Social groups or agencies and the school should maintain reciprocal relationships whereby they can provide learners with maximal opportunities to have meaningful experiences.	2. Schools increasingly recognize that the origin of the problems of learners lies in the community and the community furnishes material for the solution of these problems.
	3. Learning experiences are being so organized that pupils have dominating purposes growing out of their natural interests; they engage in a series of activities to realize their purposes; and they evaluate their acitvities in terms of their purposes.
	4. Programs are being established to bring about a mutual understanding among parents, community groups and agencies, and the school.

The public school is but one of the educational institutions of society. Its functions are limited by its nature and its organization. Constant study should be made to determine what can and should be taught in the school, and what cannot. Much of the present failure ascribed to the school is probably due to the fact that it is attempting to secure educational outcomes beyond its power to teach. The school cannot compete, but must fully cooperate with the other educational agencies of the community.

These limitations necessitate a careful selection of the educational factors to be emphasized in the school. Only a limited part of a child's education is directly or indirectly the result of formal school education. The great school of life of which the formal school is only a factor is responsible for the child's education. The school

should not try to assume the responsibility for all phases of child education, but that part of it which is vital, transferable, and is not furnished in the desirable degree by any other agency.

For instance, the school, on account of the above limitations, can at best be a small factor in the health education of the child. In this education it is limited to assisting rather than taking the lead. On the other hand, the school must accept leadership because society has no other educational force that will accomplish this very desirable part of the child's education. An analysis of the school's function in the general educational objectives is necessary to selection of the subject matter and activities in an effective program of school education.

CONCLUSION

1. Recapitulation

From this account of school activities, with applications and illustrations, it is apparent that education in Pennsylvania is moving forward on the basis of a definite modern philosophy. This philosophy is at once a guide for the development of our educational programs and an instrument for their evaluation.

Modern education is conceived in its relation to the entire social structure of contemporary times. With the acceptance of this principle, the goals of the program are self-evident, for the schools are viewed as an instrument for the promotion of a better and happier society. It then remains for us to recognize the necessity of evaluating our educational achievements in the light of these social goals and to extend the program in accordance with this known achievement.

2. Spiritual Enrichment

Within the Commonwealth of Pennsylvania there are numerous natural resources, potentialities for wealth which, if properly used, will add material and spiritual enrichment to its people. Science has devised ways and means of using and perfecting many of these. The technical skill of the chemist, agriculturist, business expert, and industrialist has gone far in making some of these available.

The ability of the individual to rise above his environment, to use nature's potential energy to enrich his spiritual existence, to direct his intelligence toward cooperative living for mutual well-being, is not the least of these natural resources which comprise the "Acres of Diamonds" at our feet. In fact, only as this phase of our resources is properly developed will the others bring permanent happiness and prosperity to their owners.

The education of a people determines its ability to rise above its environment. The development of an adequate educational program for Pennsylvania is the concern of all who live within the limits of its jurisdiction—the laymen as well as the professional educator, the consumer as well as the producer. Only as all affected can join

hands in mutual endeavor to give its citizens the best which modern knowledge and techniques can produce will we be assured of permanent prosperity.

The objectives which we seek and the means which we use grow out of our philosophy of education. Philosophy is also a growing force; it changes with experience. It grows out of the manner in which we adjust ourselves to our problems and becomes the pattern for future action. The development of this philosophy is the concern of all. Only as we intelligently assume the obligation of formulating a philosophy which is our expression of our beliefs concerning the manner of solving our problems can we be assured of a program of education suited to our needs and worthy of the support of our citizenry.

3. Groups Join in Common Cause

If the democratic principle is to prevail, then groups of citizens in our many civic and social units must give serious thought to its educational needs. Much of this will be guided by those who have been vested with the responsibility of carrying our educational program forward—the teachers and administrators of our public schools, and professional educators in the service of other agencies. But these professional experts will not determine the philosophy. They will at all times be willing to modify their own predilections to fit into the framework of those whose thinking is being guided. Only in such a manner will a philosophy of education result which will be practical for that people.

The evolving of a program which grows out of this philosophy is primarily the responsibility of the expert, but its evaluation must always be undertaken by those responsible for the philosophy out of which it has grown. As the community develops a philosophy which defines the function of education in a democracy, it also determines the limits of the jurisdiction of the public school. As the function of the school is defined, the nature of the curriculum which will comprise the school's materials of instruction will become more evident. As our experimental psychologists throw more light on the nature of learning in its many ramifications, the teacher's function in the educative process and the techniques available to him will become more clearly defined.

4. The Future of Democracy

The future of democracy is determined by the fluidity of the educational system which society uses to prepare its citizenry, actual and potential, to become actively identified with its problems. Keeping its educational system sensitive to its needs is one of these problems. Only as the democratic process is employed in the solution of this problem will a continuance of a vital democracy be assured.

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